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ABSTRACT

This set of materials contains three booklets that provide information to parents so they can assist and lead their children to productive adulthood. Each booklet examines several topics relating to parent participation. "Parents: The Key to a Child's Success" helps parents in preparing and supporting their children for success in school, noting that the special relationship between parents and their children can serve to increase children's educational and decision-making skills. The information contained in this booklet covers school participation, homework and study, health habits, and emotional and mental wellness. "Parents: Partners in Study Skills" examines the importance of study skills and when they should be taught to children. It also gives guidelines on parent participation, such as providing support and encouraging communication, ensuring a good study environment, helping develop positive attitudes towards studying, planning study time, and getting ready for tests. "Planning for Graduation: How Will You Do?" is a checklist of things students and parents need to know in order for the student to pass the Ninth Grade Proficiency Tests. It includes information on learning outcomes for ninth-grade reading, writing, mathematics, citizenship, and science; special rules for the ninth-grade proficiency tests; and the testing schedule. It also provides a legislative historic background of the ninth-grade proficiency tests. (MOK)

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Introduction

Parents, you are the key to your child's success in school. This success, in turn, can lead your child to a productive adulthood. You are your child's first and most important teacher. After all, didn't you teach your child to hold a spoon, drink from a glass, walk, talk, and do all the other things necessary to prepare him or her for the first day of school?

This guide will help you prepare and support your child for success in school. Your special relationship with your child can serve to increase your child's educational and decision-making skills and make your child's life and your life even more gratifying.

The information contained in this booklet covers these important areas:

1. School Participation
2. Homework and Study
3. Health Habits
4. Emotional and Mental Wellness

At the end of this booklet, you are encouraged to identify your strengths and weaknesses, so you will have a better understanding of your own skills as you help your child.

School Participation

An important factor in your child's success in school is your active participation. Since your child's first day in school, teachers, counselors, and others have built upon what you have taught your child. They will continue to build upon your efforts throughout your child's school career. Without your participation as a partner with the school team, your child is at a disadvantage.

Attend parent conferences during scheduled times if possible. If these times are inconvenient, call to arrange alternate times.

Become involved with your child's school by visiting and interacting with teachers. Visit the school early in the year to meet your child's teacher and provide information on how the teacher can contact you.

Ask the teacher which specific goals your child is expected to achieve. Discuss some of your child's strengths and weaknesses as well as the dreams and plans you have for your child.

Become familiar with school district policy and procedures. Review school rules with your child so that your child understands what is expected.

Familiarize yourself with homework and testing policies and ask to be kept informed of your child's progress. For instance, know important test dates, so you can encourage your child to study and be properly prepared for tests.

Keep in touch with teachers. Send notes to school or call when you have questions or concerns. Read school newsletters and other information to stay informed.

Ask the teacher for suggestions on how you can increase your child's success in school.

Volunteer to help the school staff. Attend evening meetings and functions. Join school auxiliaries and clubs that best suit your interests.

Homework and Study

Homework can increase your child's school achievement. Homework is usually assigned at all grade levels. Homework assignments help teach good study skills. Students learn to be responsible and self-disciplined, and to work independently.

Monitor your child's homework assignments. See that they are done neatly and on time. If your child does not have an assignment from school, suggest a learning activity such as reading a book or locating certain pictures from a magazine.

Become familiar with the teacher's procedures about homework and the school's homework policies. Keep in mind homework—in reasonable amounts—helps develop positive habits in children.

Study skills are a combination of learned abilities, such as following directions, reading for a purpose, and locating information. When study skills are used effectively, they become study habits and attitudes.

Study skills are taught beginning in the primary grades. Your encouragement is valuable in helping your child develop effective study habits and positive attitudes toward homework and school work.

Your encouragement of your child's study should be continued for the duration of the school career. It is important that you establish an atmosphere where your child knows you are willing to answer questions. Take some time to talk to your child about school. Be a good listener. Demonstrate a positive attitude toward your child's school and education.

Encourage your child's efforts and correct your child's errors without undue criticism.

Set aside a study time at home during which you read a book, magazine, or newspaper, or do other quiet work while your child studies.

Your children may have to work when you are not at home, but you can support their work effectively. Provide a quiet place for your child to study that is properly lighted. Provide necessary work supplies such as pencils, paper, dictionaries, and other materials.

Explore your child's way of learning to see if he or she works best in bright or dim light, with silence or with background music, at a desk or on the floor. When you have the answers, provide the environment that is best for your child. If you have two or more children, they may differ in what they find to be the most comfortable environment. Providing the most comfortable environment for your child means paying attention to your child's learning style.

Make books a special part of life by reading to your child. Your child will learn to enjoy books and reading, and consequently will read more easily.

Take your child to the library and other resource centers to encourage a positive attitude toward study. Such outings will further your child's ability to use the resources available in the community to complete assignments and increase learning.

On the average, children spend more hours watching television than they do at school. Take advantage of television viewing by using it wisely with your child.

- Watch television with your child. Ask questions about what is happening. For example, ask "What would you do if that happened to you?" Use the action on the show to stimulate critical thinking and clarify values in your child.
- Use television to initiate family activities. For example, play along with the game show or do a commercial product test.
- Discuss television commercials to help your child understand how companies try to persuade people to buy their products.
- Select programs especially made for children.
- Avoid using the television as a babysitter. Give your child a game or book instead. Monitor the choice of programs, as necessary. Help your child distinguish between make-believe and real-life situations on television.
- Put the television in a seldom used room and turn it off occasionally and do other activities.

Health Habits

Another important way to help your child's school performance is to make sure nutritious meals and the proper amount of rest are provided.

Children who eat breakfast have more energy to begin their school day. Children usually perform better when they eat a good breakfast.

Provide your child with a healthy diet consisting of plenty of vegetables and fruits; bread and cereals; milk products; and meat, poultry, fish, or appropriate substitutes.

Along with a good diet, good health includes daily exercise, adequate rest, and regular visits to the doctor and dentist. Have your child checked to be sure there are no vision or hearing problems that affect learning. Send only a well child to school.

Provide clean, comfortable clothing for your child that is appropriate for the weather and classroom temperatures. Remember, your child's comfort level may differ from yours.

Help your child feel relaxed at school by preparing for school the evening before. Get clothing, books, and lunch ready the evening before so that there is little rush in the morning. Also, provide an alarm clock and allow your child gradually to assume responsibility for getting started in the morning.

Emotional and Mental Wellness

Admire and love your child. Build on strengths and help improve weaknesses. Accept your child as unique. Avoid comparing your child with other children.

Children who live in an environment of approval learn to like themselves. The way they feel about themselves is their self-image. Parents play a vital role in the development of children's self-image. Children with a positive self-image are more open to challenges and better able to cope with life. Children who like themselves are less likely to seek drugs and alcohol to feel better or to have the approval of others.

You can help your child to develop a positive self-image when you

- Praise and encourage your child.
- Provide time alone with your child.
- Help your child have many successful experiences.

Report Card For Parents For Elementary School Years

This list of activities has been created by grade level to assist you in monitoring your child's educational progress. The list consists of recommended activities for you and your child. Grade yourself and note any areas where you need to improve. If you have any questions or concerns, call the teacher, counselor, or principal.

What is your grade?

	A	B	C	D	F
Kindergarten					
• Attend orientation to kindergarten program.					
• Attend parent conferences.					
• Join parent/teacher organization and attend meetings.					
• Attend open house at school.					
• Read to your child.					

What is your grade?

	A	B	C	D	F
Grade 1					
• Attend parent/teacher conferences.					
• Join parent/teacher organization and attend meetings.					
• Attend open house at school.					
• Review report cards and progress reports with your child.					
• Read to your child.					
Grade 2					
• Attend parent/teacher conferences.					
• Join parent/teacher organization and attend meetings.					
• Attend open house at school.					
• Read to your child.					
• Review report cards and progress reports with your child.					

What is your grade?

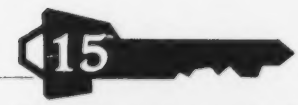
	A	B	C	D	F
• Plan a special place and time for your child to study and do homework daily.					
• Encourage your child to read each day at home.					
• Ask your child to share school experiences at home with you.					
Grade 3					
• Attend parent/teacher conferences.					
• Join parent/teacher organization and attend meetings.					
• Attend open house at school.					
• Review report cards and progress reports with your child.					
• Provide your child with a notebook in which to keep homework assignments.					
• Have your child share school experiences with you.					

What is your grade?

	A	B	C	D	F
• Encourage your child to read each day at home.					
• Read to your child and let your child read to you and show you schoolwork.					
Grade 4					
• Attend parent/teacher conferences.					
• Join parent/teacher organization and attend meetings.					
• Attend open house at school.					
• Review report cards and progress reports with your child.					
• Provide your child with a notebook in which to keep homework assignments.					
• Have your child share school experiences with you.					
• Encourage your child to read each day at home.					

What is your grade?

	A	B	C	D	F
Grade 5					
• Attend parent/teacher conferences.					
• Join parent/teacher organization and attend meetings.					
• Attend open house at school.					
• Review report cards and progress reports with your child.					
• Provide your child with a notebook in which to keep homework assignments.					
• Encourage your child to read each day at home.					
• Have your child share school experiences with you.					
Grade 6					
• Attend orientation to school.					
• If offered, attend study habits and test-taking skills presentation.					



What is your grade?

	A	B	C	D	F
• Provide an assignment notebook and strongly encourage your child to keep homework assignments.					
• Review the study handbook with your child and discuss it.					
• Join parent/teacher organization and attend meetings.					
• Attend open house at school.					
• Call the school counselor for an appointment to review all of your child's school records.					
• Visit the school during special events weeks, such as "Right to Read Week" and "National Education Week."					
• If offered, attend the career fair with your child.					
• Call the teacher or counselor if there is a change in your child's school performance or some other concern.					

Parents, you are the key to your child's success in school. This success, in turn, can lead your child to a productive adulthood. You are your child's first and most important teacher. After all, didn't you teach your child to hold a spoon, drink from a glass, walk, talk, and do all the other things necessary to prepare him or her for the first day of school?

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PARENTS: PARTNERS IN STUDY SKILLS

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As a parent you are a PARTNER in your child's learning and play an important role in helping your child become a better student. Although all schools teach study skills, the greatest use of study skills often occurs at home as your child does homework. Your child's successful completion of homework may very well depend on your encouragement and reinforcement of good study habits and attitudes. **PARENTS: PARTNERS IN STUDY SKILLS** provides useful suggestions to promote a sound study environment for your child

STUDY SKILLS

Why Are Study Skills Important To My Child?

academic success

independent learning

- Children with good study skills are more likely to be better readers, receive higher grades, and find that learning can be enjoyable.
- Being an independent learner is another benefit of good study skills. Whether your child decides to enter the working world or continue with more education, study skills will become valuable life skills.

What Are Study Skills?

types of study skills

- Study skills are a combination of learned abilities used to organize and manage the way we learn. Following directions, locating information, recalling information, reading for a purpose, etc., are just a few of the study skills that are needed for successful learning. Also, children need effective ways of applying study skills. These are called study habits and attitudes.

When Are Study Skills Taught To My Child?

at all grade levels

- As early as the primary grades, your child is taught a variety of study skills. Study skills instruction continues through the elementary and middle grades providing your child with a good foundation for high school.

PARENT INVOLVEMENT WITH STUDY SKILLS

Provide Support and Encourage Communication

continued support

be available to answer questions

building self-concept

be a good listener

communicate the importance of education

establish a sharing time

- It is very important for you to provide support to your child as he or she enters junior or senior high school. Especially talk with your child about the importance of study. A few suggestions would be to:

  - ❑ Establish an atmosphere in which your child feels free to ask questions about homework.
  - ❑ Continue to build your child's self-concept by accepting your child without a great deal of criticism or surprise.
  - ❑ Be a good listener and encourage your child to ask questions about things that are hard to understand.
  - ❑ Communicate an appreciation for learning, study, and school by providing a variety of reading materials at home and by making a point of sharing new information that you discover in your daily reading.
  - ❑ Show that you appreciate the value of the skills and information that your child is learning by setting aside a sharing time with you.

check on homework

interest in school

- ❑ Expect that some school-related work will be accomplished nightly.
- ❑ Demonstrate your belief in the importance of education by your conversation and your interest in school activities.
- ❑ Take advantage of opportunities (i.e., teacher conferences) to communicate with the school about your child.

Ensure A Good Study Environment For Your Child

improving concentration

a place to study

- Concentration — the key to academic success — is simply the best way to think. Yet, it is often a difficult problem for many children. Parents can help their child's concentration by providing a good study environment. Below are listed several things you can do that will aid your child's ability to concentrate.

- ❑ Provide your child with a definite place to study that is free from outside distractions. A study area, whether a desk or table, should be kept clear of non-school items. Popular magazines, comics, games, etc., if left in a study area, can cause your child's attention to wander from studying.

proper lighting

- ❑ Ensure proper lighting for your child when studying. Glare, flickering lights, and any sharp contrast between light and dark in a room can cause eye strain.

quiet

- ❑ Require some quiet hours during studying. Your child should not study with background music from the radio/stereo or in front of the TV. In a noisier place, it takes more energy to study. Also, limit telephone calls to a time period after homework has been completed.

sleep and proper diet

- ❑ Ensure proper amounts of sleep and a nutritious diet for your child. Children need energy for effective study.

Help Your Child Work On A Positive Attitude Toward Studying

maintain proper attitude

- ● Children need to learn how to maintain a proper attitude for studying even when other more pressing problems interfere.

discuss problems

- ● If you find your child unable to concentrate and seemingly preoccupied, take a few moments to discover the problem and try to work out a solution with your child.

refocus attention

self-encouragement

positive thoughts

- At other times, your child may simply need to refocus attention on studying. Encourage your child to use self-encouragement phrases or positive thoughts.
  - ❑ "OK, I can do it," "I need to look for the main idea," and "I know this studying will help me in the taking of the test," are examples of self-encouragement phrases your child can use.
  - ❑ Projecting a picture of a desired result can also help concentration. For example, your child could picture an image of doing well in a testing situation or participating in a class discussion. Through such positive thoughts, your child can see the benefits of study.

Help Your Child Plan Study Time

schedule

- Organize study time by keeping a schedule which will
  - ❑ Give your child more time for other activities;

    Keep your child up-to-date on school work;
  - ❑ Help your child meet deadlines and avoid a last minute rush to complete the work; and
  - ❑ Help improve your child's grades.

daily checklist

blocks of study time

study breaks

weekly schedule

check homework

- On a 3 x 5 card or small piece of paper, have your child plan the activities for the day or for the following day. By having a written record, your child will not have to worry about forgetting what needs to be done and will be able to think through the day in advance.
- Right after school or early evening are probably the best times for your child to schedule study time. If studying is left to the end of the day, children are usually too tired and don't have the energy to do their homework well.
- Your child's study time should be divided into blocks of 40-50 minutes. After each block of study time, a 10-15 minute study break should be taken. Such breaks allow rest and serve as a reward for the time spent studying. After each study break make sure your child returns to studying.
- Your child may also want to establish a weekly schedule which allows for long-range planning. This type of planning is important when your child has outside commitments such as a job, music lessons, sports, youth groups, and clubs or other activities.
- Finally, check to see that assignments have been completed and done on time. This shows your child the value you place on homework.

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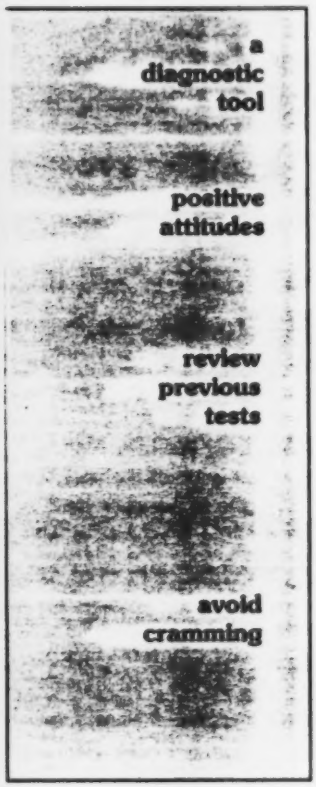
Help Your Child Get Ready for Tests



- Tests are a way of determining your child's strengths and weaknesses in a particular subject or skill. Such assessments provide teachers with information for future instruction.
- Help your child see the testing situation in a positive light and not as something to be feared. If your child views testing positively, studying for the test will be more productive.
- When your child brings home a corrected test, take a few minutes to go over the test together. Discuss the questions that were left unanswered or were marked as incorrect. Determine with your child what should have been the correct answer or how to improve studying to prepare for that type of question.
- Make sure that your child does not put off studying until the day before the exam is given. "Cramming" for a test increases anxiety which, in turn, interferes with your child's ability to study. Help your child establish a review schedule that spreads out the study time for a test. Five or six hours of study spread out over a week is more productive than trying to study five or six hours the night before the test.

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review test taking procedures

- Review the following basic test-taking techniques with your child prior to the test.
  - ❑ Read all directions carefully.
  - ❑ Review key test terms and their meanings. For example:
    - compare - show similarities, differences
    - define - explain and give an example
    - outline - show a breakdown of a general idea
  - ❑ Watch out for words such as
    - usually
    - not
    - only
  - ❑ Find out if there is a penalty for guessing.
  - ❑ Quickly look over the total test - a question in one part of the test may answer one in another part.
  - ❑ Answer only what is asked - watch for words which demand thorough responses such as
    - explain
    - discuss

notetaking

- Encourage your child to take notes in class. These should be read as soon as possible after taking them (to add, subtract/correct information, a few days before the test, and again right before the test.

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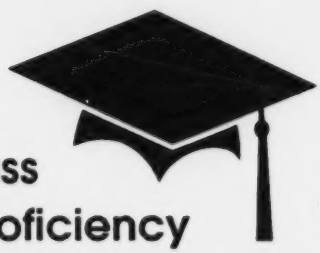
Planning for Graduation



Each student must pass Ohio's ninth-grade proficiency tests in order to receive a diploma.

How will you do?

This booklet is a checklist of things you will need to know to pass the tests.

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Columbus, Ohio

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A Message to Students

All students throughout Ohio who are in the ninth grade will take tests that will show what they have learned about writing, reading, mathematics, and citizenship. Although you may never have taken a school subject called citizenship, you have studied history, geography, and government. These areas are included in the citizenship test. Students who begin ninth grade in 1995-96 or later will also take a test in science.

You will take the tests in school in either March of your eighth-grade year or October of your ninth-grade year. Your teacher or guidance counselor will tell you when the students in your school are scheduled for testing. If you do not pass one or more of the tests the first time, you will have at least two more chances each year throughout high school to retake those you still need to pass. Once you pass any of the tests, you will not have to take those again. You will retake tests in the areas you have not passed only until you pass them. By the time you finish high school, you must have passed the tests in all four areas (writing, reading, mathematics, and citizenship) in order to receive a diploma. This requirement for receiving a diploma began in the 1993-94 school year. Passing the ninth-grade science test will be an added requirement for any student graduating after September 15, 2000.

As you do your schoolwork, you are getting ready for the tests. Pages four through eleven of this booklet tell what you will be asked to do. Before you take the tests, you will take a practice test so you will have an idea of what the real tests will be like. More information about the tests will be given to you later.

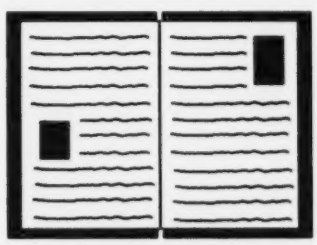
A Message to Parents/Guardians

Legislation, passed in July 1987, provides for the establishment of a statewide high school proficiency testing program for Ohio's high school students. Tests are administered to verify student achievement in the areas of reading, writing, mathematics, and citizenship. Beginning in 1995-96, a science test will also be administered. Passing the ninth-grade science test will be an added requirement for any student graduating after September 15, 2000.

The testing program which began with ninth graders in the fall of 1990 had its first impact on students from public high schools who completed graduation requirements after September 15, 1993. To receive a diploma, students must pass the ninth-grade proficiency tests and meet all curricular requirements established by the state and district boards of education. Testing will occur several times each school year so that students will have at least eight chances to pass the tests. After passing the ninth-grade tests, public school students will also be required to take twelfth-grade proficiency tests in the same test areas.

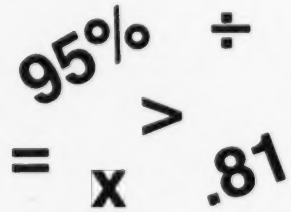
In July 1993, legislation was passed that requires chartered nonpublic schools, starting in the 1995-96 school year, to administer the ninth-grade proficiency tests to all ninth graders. This legislation will have its first impact on students from chartered nonpublic schools who complete graduation requirements after September 15, 1998. However, nonpublic school students are not required to take the twelfth-grade tests.

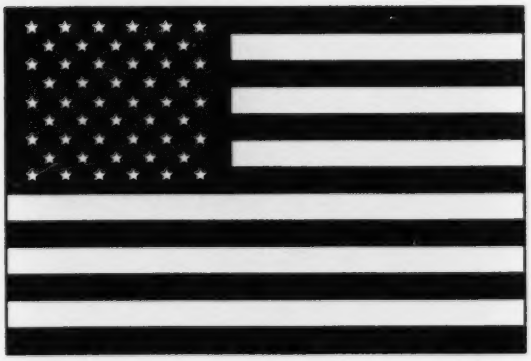
To determine what should be included in each test, the Ohio Department of Education organized five groups of concerned Ohio citizens, including teachers, school administrators, curriculum and supervisory personnel,



teacher educators, vocational educators, school board members, and parents. A group was formed for each of the five areas to be tested. Group members were asked to list subject-related facts, understandings, and skills necessary to demonstrate ninth-grade proficiency in the five areas. Suggestions were also widely sought from other interested citizens throughout Ohio. Many comments were offered on review forms and at a series of public meetings.

In November 1988, the State Board of Education acted to adopt the lists of learning outcomes that would be the basis for the proficiency tests. The science outcomes were adopted in July 1994. Those lists are included on the following pages.

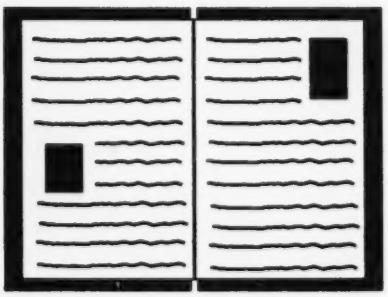




Ninth-Grade Reading

Given a fictional selection, the student will demonstrate an integrated understanding of the language, elements of plot, possible themes, likely motives and traits of characters, and the effect of setting, by responding to items regarding

- the meaning of an unfamiliar word (i.e., uncommon or low-frequency word).
- the meaning of a multiple-meaning word.
- details (e.g., who, what, when, where, how, or problem/solution).
- sequence of time, places, events, and ideas.
- stated or implied main ideas.
- most-probable outcomes.
- cause-and-effect relationships.
- the difference between statements based on fact and statements based on inference.
- predictions about whether certain information is likely to be included in material.
- the identification of questions that will demonstrate comprehension of the main idea and supporting details.



Given a nonfictional selection, the student will demonstrate an integrated understanding of the major concepts, the evidence that supports those concepts, the possible application for the concepts, and the possible purposes the selection might serve, by responding to items regarding

- details (e.g., who, what, when, where, how, or problem/solution).
- stated or implied main ideas.
- cause-and-effect relationships.
- the difference between statements based on fact and statements based on inference.
- whether a statement is a fact or an opinion.
- predictions about whether certain information is likely to be included in material.
- details that either support or do not support the main idea.
- the author's purpose for writing the selection.
- the best summary for a specific audience.
- the author's attitude toward a topic.

Given everyday/functional reading materials, the student will identify, locate, and use information in items regarding

- directions of two or more steps.
- the selection and use of appropriate reference sources and illustrative materials.
  - Examples of reference sources/illustrative materials would be dictionary, encyclopedia, almanac, atlas, phone book, card catalog, periodical/newspaper, schedule, table of contents, and index.
  - Examples of skills/processes would be using alphabetical order; skimming and scanning; reading charts, tables, diagrams, graphs, maps, labels, and signs.
- the meaning of vocabulary words used on an application form.
- the use of propaganda.

Ninth-Grade Writing

The student will produce a piece of writing that

- conveys a message related to the prompt (topic or description of a situation).
- includes supporting ideas or examples.
- follows a logical order.
- conveys a sense of completeness.
- exhibits word choice appropriate to the audience, the purpose, and the subject.
- includes clear language.
- contains complete sentences and may contain purposeful fragments.
- exhibits subject-verb agreement.
- contains standard forms of verbs and nouns.
- exhibits appropriate punctuation.
- exhibits appropriate capitalization.
- contains correct spelling.
- is legible.

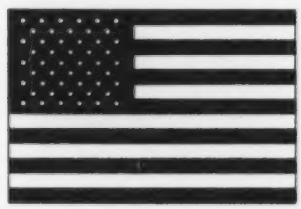
Ninth-Grade Mathematics

95% ÷ = x > .81

The student will

- compute with whole numbers, fractions, and decimals.
- compare, order, and determine equivalence of fractions, decimals, percents, whole numbers, and integers.
- solve and use proportions.
- round numbers to the nearest thousand, hundred, ten, one, tenth, and hundredth.
- solve problems and make applications involving percentages.
- select and compute with appropriate standard or metric units to measure length, area, volume, angles, weight, capacity, time, temperature, and money.
- convert, compare, and compute with common units of measure within the same measurement system.
- read the scale on a measurement device to the nearest mark and make interpolations where appropriate.
- recognize, classify, and use characteristics of lines and simple two-dimensional figures.
- find perimeters (circumference) and areas of polygons (circles).
- find surface areas and volumes of rectangular solids.
- read, interpret, and use tables, charts, maps, and graphs to identify patterns, note trends, and draw conclusions.
- use elementary notions of probability.
- compute averages.
- solve simple number sentences and use formulas.
- evaluate algebraic expressions (simple substitutions).

Ninth-Grade Citizenship



The student will

- identify the major significance of the following historic documents: Northwest Ordinance, Declaration of Independence, Constitution, Bill of Rights.
- know that many different peoples with diverse backgrounds (cultural, racial, ethnic, linguistic) make up our nation today.
- identify various symbols of the United States: flag, national anthem, Pledge of Allegiance, Independence Day.
- locate the United States, the nation's capital, the state of Ohio, and Ohio's capital on appropriate maps of the nation, hemisphere, or world.
- demonstrate map-reading skills, including finding directions, judging distances, and reading the legend.
- know the following economic concepts:
  - All levels of U.S. government assess taxes in order to provide services.
  - Individuals and societies make choices to satisfy wants with limited resources.
  - Nations become interdependent through trade.
- identify the main functions of each branch of government (executive, legislative, judicial) at the national, state, and local levels.
- identify major economic systems: capitalism, socialism, communism.
- demonstrate an understanding of the concept of federalism by identifying the level of government (local, state, national) responsible for addressing the concerns of citizens.
- distinguish the characteristics, both positive and negative, of various types of government: representative democracy, monarchy, dictatorship.
- describe the process for making, amending, or removing laws.

- know how the law protects individuals in the United States.
  - Give examples of the rights and freedoms guaranteed in the Bill of Rights.
  - Apply the concept of justice, including due process and equity before the law.
  - Know the importance of a learning or work environment free of discrimination against individual differences.
  - Identify legal means of dissent and protest against violation of rights.
- understand the major role of political parties in a democracy is to provide a choice in governmental leadership (i.e., candidates and platforms).
- understand the role of public officials in government.
  - Distinguish between elected and appointed officials.
  - Describe the ways officials can be elected or appointed.
  - Evaluate the actions of public officials on the basis of a given set of criteria.
- know that voting is both a privilege and a responsibility of U.S. citizenship.
  - Recognize that property ownership, race, gender, literacy, and certain tax payments no longer affect eligibility to vote.
  - Identify the qualifications for voting.
- demonstrate the ability to use information that enables citizens to make informed choices.
  - Use more than one source to obtain information.
  - Identify points of agreement and disagreement among sources.
  - Evaluate the reliability of available information.
  - Draw conclusions by reading and interpreting data presented in charts and graphs.
  - Identify and weigh alternative viewpoints.
- identify opportunities for involvement in civic activities.

Ninth-Grade Science

The student will

- devise a classification system for a set of objects or a group of organisms.
  - *use common characteristics to group items*
- distinguish between observation and inference given a representation of a scientific situation.
  - *tell the difference between facts and assumptions*
- identify and apply science safety procedures.
  - *identify the safety precautions needed when doing an experiment*
- demonstrate an understanding of the use of measuring devices and report data in appropriate units
  - *choose an instrument to make a certain measurement*
- describe the results of earth-changing processes.
  - *describe changes taking place in the earth's surface*
- apply concepts of the earth's rotation, tilt, and revolution to an understanding of time and season.
  - *explain how seasons change*
- describe interactions of matter and energy throughout the lithosphere, hydrosphere, and atmosphere.
  - *explain materials cycles (water, carbon, nitrogen), currents, and weather on the land, in the water, and in the air*
- apply the use of simple machines to practical situations.
  - *describe how a lever or pulley can make a task easier*
- apply the concept of force and mass to predict the motion of objects.
  - *describe the motion of a thrown ball*
- apply the concepts of energy transformations in electrical and mechanical systems.
  - *describe how the energy in a flashlight battery is transformed into heat and light*

- apply concepts of sound and light waves to everyday situations.
  – *describe how light and sound travel through different materials*
- describe chemical and/or physical interactions of matter.
  – *describe how a cube of sugar dissolves in water, how metals rust, and how things burn*
- trace the flow of energy and/or interrelationships of organisms in an ecosystem.
  – *identify the food chain in a lake*
- compare and contrast the characteristics of plants and animals.
  – *tell how plants and animals are alike and different*
- explain biological diversity in terms of the transmission of genetic characteristics.
  – *explain why there are different breeds of dogs or kinds of plants*
- describe how organisms accomplish basic life functions at various levels of organization and structure.
  – *describe a life function like digestion complete with the appropriate anatomy*
- describe the ways scientific ideas have changed using historical contexts.
  – *describe how explanations of eclipses have changed over time*
- compare renewable and nonrenewable resources and strategies for managing them.
  – *compare oil and sunlight as sources of energy*
- describe the relationship between technology and science.
  – *how do science and inventions affect each other*
- describe how a given environmental change affects an ecosystem.
  – *describe how a flood or drought affects plant and animal life*

* The words in italics under each outcome are examples of the outcome in non-science terms.

Special Rules for the Ninth-Grade Proficiency Tests

- Students taking the ninth-grade proficiency tests may take only **one** test per day.
- The ninth-grade tests are administered according to this schedule.

Monday	Writing
Tuesday	Reading
Wednesday	Mathematics
Thursday	Citizenship
Friday	Science*

* Science is administered only in March during 1996 and 1997.

- A student may qualify for an alternative (oral) administration of the ninth-grade reading, mathematics, or citizenship tests if the student's school sends the Department of Education a written appeal documenting that the student has
  - completed all curricular requirements for graduation except for courses in which he or she is enrolled during the last semester of high school.
  - taken but not yet passed one or more parts of the tests.
  - been identified as limited English proficient (LEP) or maintained at least a 2.5 grade-point average on a 4-point scale (or the equivalent) in all high school courses corresponding to the test area not yet passed.

  There is no alternative administration in the area of writing.

  LEP students may also qualify for a state-provided interpreter in the test areas of mathematics and citizenship.

  As in any proficiency test administration, students whose native language is not English may use a translation dictionary and have extended time beyond the 2 1/2 hours per test area.

Testing Schedule

Regular administrations	*Testing Begins On*
October	fourth Monday
March	first Monday

Special administrations	*Testing Begins On*
May (for seniors only)	May 1 — May 10
Summer*	last 2 weeks of July first 2 weeks of August

* Summer testing is available for two groups of students: 1) any student who has completed all high school course work and who needs to pass a proficiency test(s) in order to receive a diploma; and 2) any student who has completed a special summer intervention program of at least 10 hours in each proficiency test area in which the student wants to be tested.

Contact your child's teacher, principal, or counselor for additional details about high school proficiency testing.

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